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ABSTRACT

This master plan is divided into three sections. The first consists of an historical profile of Thomas Nelson Community College (TNCC), a statement of the college's mission, and descriptions of the college's organizational structure, student characteristics, educational programs, and financial, personnel, and facility resources. The second section contains a demographic and socioeconomic profile of the college service area, ten-year labor force projections, and an analysis of area high school students and their post high school plans. The final section contains the long-range goals of TNCC and the steps required to implement them. Among the long-range goals are: (1) continued commitment to an open admissions policy; (2) enrollment levels approaching 2% of the TNCC service area by 1980; (3) at least 46% female composition of the student body by fall 1980 and an equal proportion of women in the student body to that in the service area by 1986; (4) instruction in all programs based on clearly stated objectives; (5) development of specified new programs; (6) adoption of a management by objectives system; (7) regular articulation with area public schools; (8) implementation of a staff development program; (9) expansion of on- and off-campus physical facilities. Statistical data are tabulated throughout the report. (JDS)

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THOMAS NELSON COMMUNITY COLLEGE

MASTER PLAN
1976 – 1986

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Office of Institutional Research
December, 1976

JC 770 309

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INTRODUCTION

Rationale

In 1971, Thomas Nelson Community College adopted and published an Educational Master Plan which was subsequently approved by the State Board for Community Colleges for a five year period. In revising and updating the ten year master plan, the college decided that master planning should be a continuous process which integrates educational, organizational, and facilities planning and which results in a flexible and meaningful document that can be utilized in day-to-day decision making at the college.

A second major consideration was that an educational master plan for a comprehensive community college ought to reflect the educational needs and aspirations of the community it serves. In this respect, the planning process should be open to all segments of the college's service area as well as all segments of the staff and students at the college. More importantly, it was assumed that planners have an obligation to seek out community needs and to strongly encourage community participation.

Planning Strategy

The master plan was developed in several phases. In the first phase, the staff at the college reviewed and revised the mission and purpose of the college, which was subsequently approved by the Local Board.

The next phase was the collection of the college and service area data from federal, state and local agencies, from business and service organizations throughout the community, and from records and reports at the college. Each one of the planning directors of the jurisdictions in the service area was also interviewed as part of the data gathering phase.

The data gathering phase also included the completion of several research projects: a content analysis of representative master plans; a survey of adult educational opportunities on the Peninsula; a survey of community awareness of TNCC and the accessibility of its programs, a Delphi survey to set priorities for goals among the various college constituencies; and an analysis of TNCC student residences, by zip codes.

A handbook, which included information on the background and requirements of the planning effort and summaries of the data research and findings, was prepared for all participants in phase three of the planning process. A briefing was conducted to explain to the committee members the process and schedule for planning, and the potential usefulness of the data.

In the third phase, long range goals and action steps were drafted by planning committees representing the administration, faculty, staff, and students at the college. These goals and action steps, together with the data base, were then published as a tentative master plan.

After review by the Administrative Cabinet at the college, the master plan was disseminated for review and comment. Hearings were held on the plan with students, faculty, staff, and the general public, and the plan was then submitted to the Local Board for review and approval.

The continuous evaluation and revision of the master plan constitutes the fourth planning phase. Beginning in 1979, and every two years thereafter, the plan will be reevaluated and updated in order to insure that the plan continues to provide meaningful and relevant long range goals for the college.

Format

The master plan is divided into three major sections. The first section is an historical profile of TNCC and a statement of the college's mission. The second section is a profile of the Virginia Peninsula and a projection of the social and economic development on the Peninsula in the next ten years. In the final section the long range goals of the college, and the action steps required to implement them, are outlined.

It is the long range goals of the college which are the most important elements of the educational master plan. These goals will provide the basis for day-to-day decision making at Thomas Nelson Community College and represent an operational philosophy for comprehensive community college education on the Virginia Peninsula.

I. COLLEGE PROFILE

History/Site

In 1966, the Virginia General Assembly established a state-wide system of comprehensive community colleges. In response to that legislation, a local committee investigated the need for and feasibility of a community college for the Virginia Peninsula and subsequently requested the State Board for Community Colleges to approve an application to establish Thomas Nelson Community College. The college was named in honor of Thomas Nelson, Jr., who was a signer of The Declaration of Independence and an early Governor of Virginia.

An 85 acre site, situated in the population center of the Peninsula, was selected (see Illustration 1) and a Local Board of Advisors was appointed. In August, 1967 after the site was purchased by the City of Hampton, construction was begun on the initial phase of three buildings and the cornerstone was laid December 15, 1967. Construction was completed and 1,236 students began classes on September 30, 1968. Thomas Nelson Community College graudated its first class of students with Associate Degrees on June 13, 1970.

In the spring of 1974, the Student Services/Learning Resources Center Building was completed which more than doubled the available space on the campus. Also, major renovations in the administration and instructional buildings were completed during the summer of 1974.

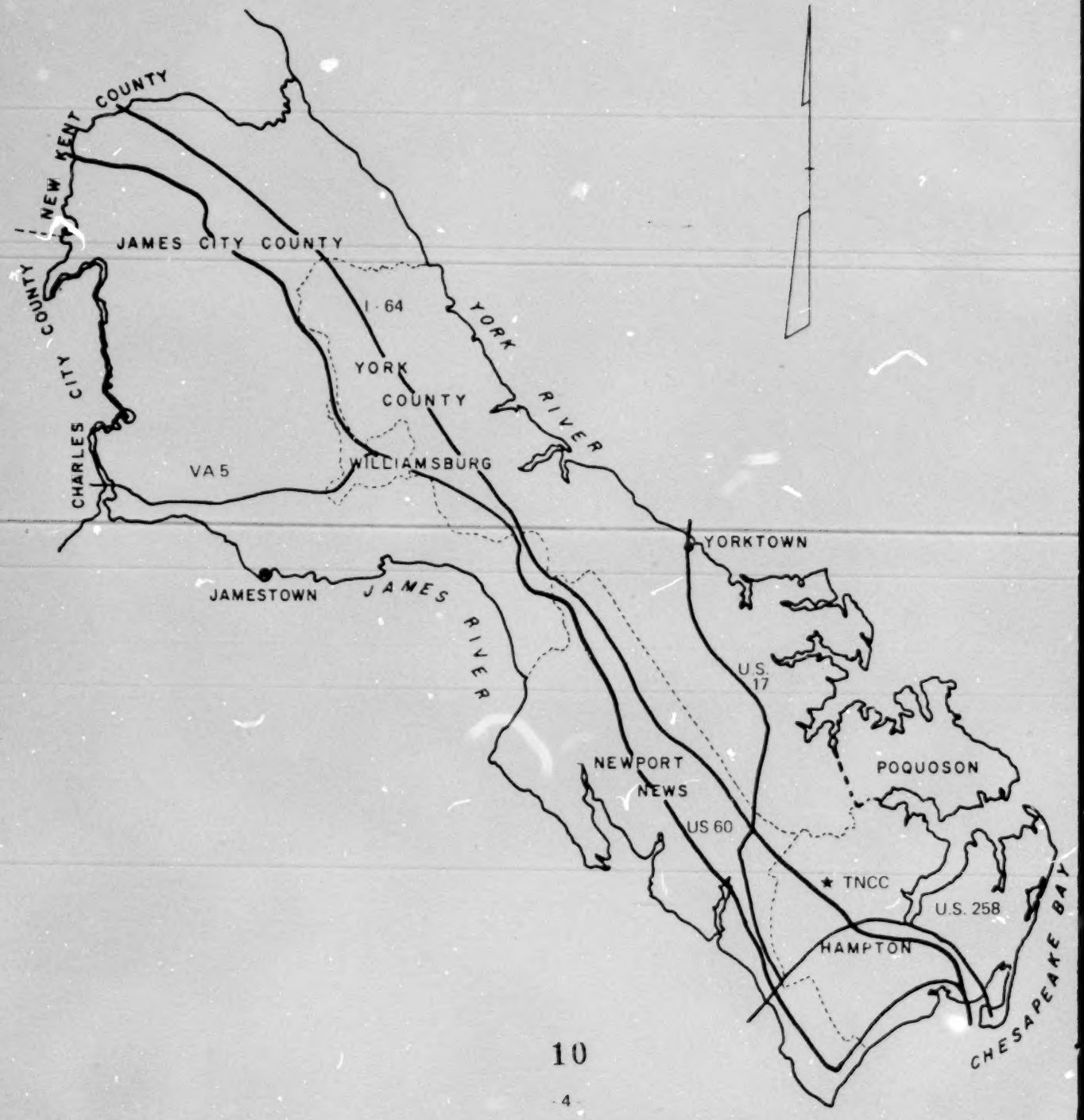
By the fall of 1975, credit enrollment had increased to 4,959 with another 7,998 students enrolled in non-credit, community service courses throughout 1975-76. This represented a 301% increase in credit enrollment and a 1,233% increase in non-credit, community service enrollment since 1968. These students were enrolled in 38 associate, diploma, and certificate programs and in over 277 community service courses.

Mission

The mission of Thomas Nelson Community College is to function within the community encompassed by Peninsula Planning District 21, in those areas assigned to it by law, primarily through the operation of a comprehensive program of instruction, extending not beyond the Associate Degree level.

Thomas Nelson Community College is dedicated to the belief that individuals should be afforded the continuing opportunity to develop their skills and knowledge to the highest possible level and should be made aware of their roles as contributing members of society. The college serves the educational needs of the community and assumes a responsibility for helping meet the requirements for trained manpower through cooperation with local industry, business, government, and the professions.

ILLUSTRATION 1
TNCC SITE LOCATION



To meet its established goals, the college offers various post-high school programs to anyone who has a high school diploma or its equivalent, or is at least eighteen years of age and can benefit from the programs which are offered. In addition, the college maintains an extensive guidance, counseling, and testing program along with other student services designed to help students make sound decisions regarding their educational, occupational, and personal objectives.

Because an increasingly dynamic and complex society presents new and often unforeseen demands on its members, the college provides a continuing education program to train or retrain individuals for employment or advancement and to enrich the lives of those individuals who wish to pursue courses of study to satisfy a need for personal growth.

In carrying out its mission, Thomas Nelson Community College recognizes its obligation to reflect and influence the social, economic, cultural, and intellectual aspirations of the community it serves.

Organizational Structure

Thomas Nelson Community College is a two-year institution of higher education established as a part of a state-wide system of community colleges. It serves primarily the residents of the cities of Hampton, Newport News, Poquoson, and Williamsburg, and the counties of James City and York. The college operates under policies established by the State Board for Community Colleges and with the guidance of the Thomas Nelson Community College Board (see Illustration 2). The President of the college is directly responsible to the Chancellor of the Virginia Community College System. The college is financed primarily by funds appropriated by the General Assembly, which are supplemented by contributions from the participating localities and by grants from the Federal Government.

The chief executive officer of the institution is the President. Each of the major functional units in the college -- instruction, student services, and finance and administration -- is administered by a dean (see Illustration 3). The Dean of Instruction, the Dean of Student Services, and the Dean of Financial and Administrative Services together with the President make up the Administrative Cabinet which is the chief administrative committee at the college.

Instructional faculty are organized into divisions, and the division chairman functions as the first line supervisor for instruction in the college. Within divisions, faculty are further organized into departments with each department, or in some cases, combinations of departments, coordinated by a department head.

Student Characteristics

Student characteristics at Thomas Nelson Community College are detailed in Table 1 for the period 1973-75. While the proportion of blacks and other nonwhites at the college exceeds that for the service area

ILLUSTRATION 2

COMMUNITY COLLEGE SYSTEM ORGANIZATION CHART

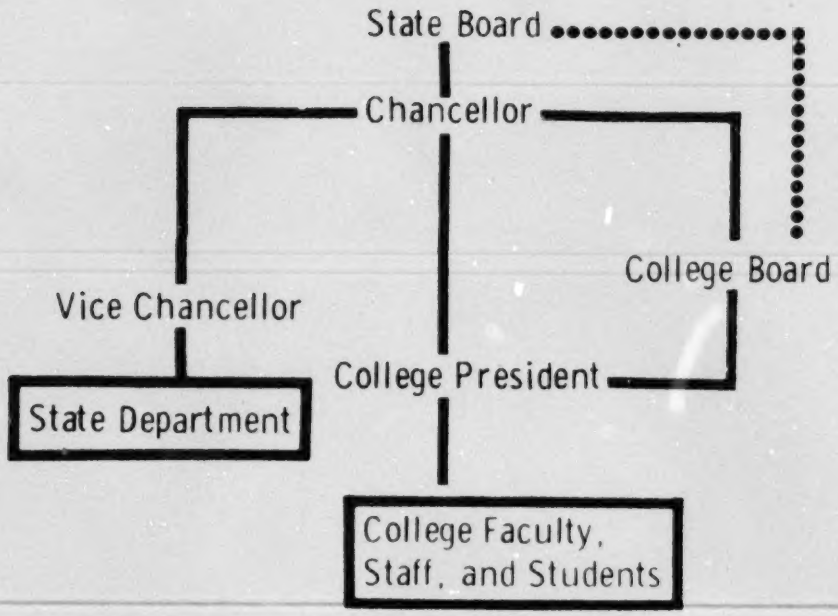


ILLUSTRATION 3

T.N.C.C. ORGANIZATION CHART

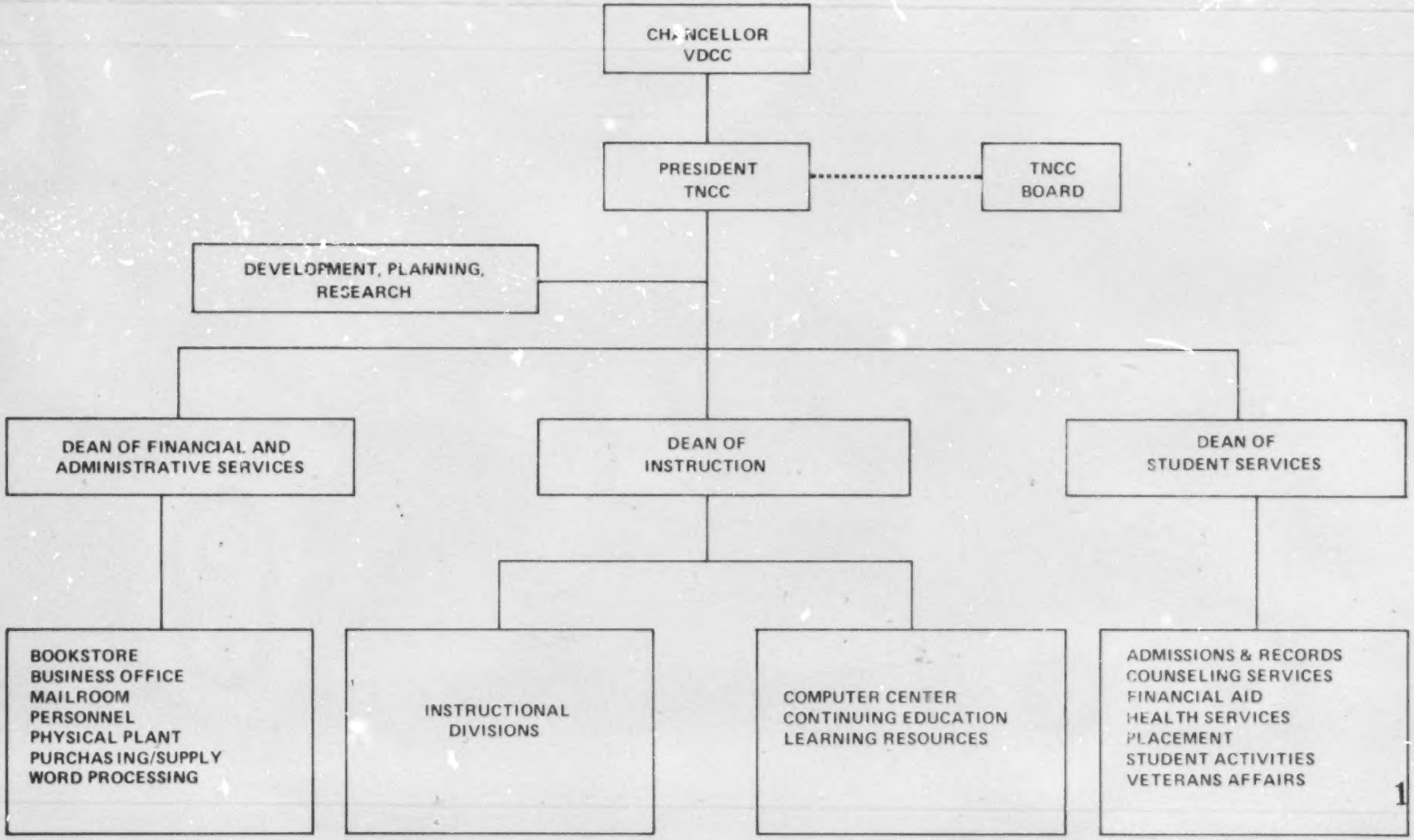


TABLE 1

STUDENT PROFILE
1973 - 1975

		Fall 1975		Fall 1974		Fall 1973	
		#	%	#	%	#	%
Sex	M	2963	60	2313	57	2017	59
	F	1996	40	1721	43	1382	41
Full-Time		1967	40	1447	36	1274	38
Part-Time		2992	60	2587	64	2125	62
Race	White	3374	68	2836	70	N/A	
	Black	1386	28	967	24	N/A	
	Other	199	4	231	6	N/A	
First Time		1652	33	1323	33	1609	47
Transfer		160	3	416	10	158	5
Returning		3147	63	2295	57	1632	48
James City		78	2	47	1	37	1
York*		321	6	333	8	253	8
Hampton		2372	48	1918	48	1623	48
Newport News		1687	34	1379	34	1207	35
Williamsburg		47	1	39	1	51	2
Out of Dist.		294	6	137	3	104	3
Out of State		160	3	181	4	101	3

*Note: Poquoson City included.

as a whole, women are underrepresented at the college since they make up 49% of the population of the service area but only 40% of the students at the college.

The data in Table 1 also reveal that the ratio of part-time students to full-time students was 3:2 in 1975, with a recent trend toward a greater proportion of full time students. This trend may be attributable to the effects of the recent recession in which individuals unable to find jobs sought full-time student status as an alternative, and to the recent influx of veterans following the Vietnam War. This trend is expected to reverse itself since national trends indicate an increase in the proportion of part-time students in higher education as the average age of students increases.

Another recent trend at the college has been the decided decline in the proportion of new students and a corresponding increase in the proportion of returning students among fall enrollments. To a great extent, this is a reflection of the increased numbers of part-time students who necessarily stay at the college longer in order to complete their program.

The proportion of students from each of the political jurisdictions within the service area has remained fairly constant since 1973 with a slight gain for James City County and a slight decline for York County, Newport News, and Williamsburg. Other data published by the Office of Institutional Research (OIR Brief 76-4) indicate that the most underrepresented areas at TNCC are downtown Newport News, James City County-Williamsburg-North York County, and the Lee Hall area of Newport News. This was determined by comparing the percentage of students residing in each of these areas to the percentage of the Peninsula's population residing in that same area. For these areas, the proportion of students at TNCC was significantly smaller than the proportion of the service area's population residing in those areas.

Data on first-time students at the college for 1974-75 (OIR Brief 76-1) indicate that family incomes of students are somewhat higher than typical family incomes on the Peninsula. Nineteen percent of the new students had parents whose combined income was under $7,499. This compares with approximately 35% of the families on the Peninsula whose incomes are under $7,499.

However, parents' level of education for first-time students was fairly typical of levels of education for adults on the Peninsula. With respect to occupational level, a majority of students had fathers whose occupational status was that of a skilled, semiskilled or unskilled worker (53%).

Overall enrollment trends at the college are reported in Tables 2-6. Headcount has increased by 301% since 1968 and Full-Time Equivalent Students (FTES) increased in that same period by 233%. The difference in the two percentages reflects, of course, the increased proportion of part-time students at the college, as previously noted.

The average annual percentage of increase in headcount was 22.6% and in FTES was 18.9%. While the enrollment at the college has been growing rapidly, the percentage of increase has increased and decreased rather sharply at times. Obviously, rather complex factors account for this variation, not the least of which would be the economy.

TABLE 2

ENROLLMENT HISTORY
FALL QUARTER, 1968 - 1975

	Head-Count	% Increase	FTE	% Increase
1968	1236		959	
1969	1832	48.2	1387	44.6
1970	2220	21.2	1552	11.9
1971	2305	3.8	1619	4.3
1972	2676	16.1	1718	6.1
1973	3399	27.0	2045	19.0
1974	4034	18.7	2401	17.4
1975	4959	22.9	3095	28.9

TABLE 3

FALL HEADCOUNT ENROLLMENT AS A PERCENT OF SERVICE AREA POPULATION

1970	.70%
1971	.71%
1972	.82%
1973	1.02%
1974	1.19%
1975	1.40%

TABLE 4

ENROLLMENT IN COMMUNITY SERVICE COURSES
1968 - 1975

	# of Students	% Increase	# of Courses
1968-1969	600		20
1969-1970	1619	169.8	61
1970-1971	2400	48.2	85
1971-1972	2799	16.6	106
1972-1973	3060	9.3	102
1973-1974	3673	20.0	143
1974-1975	4591	25.0	171
1975-1976	7998	74.2	277

TABLE 5

NO. OF STUDENTS IN COMMUNITY SERVICE COURSES
AS A PERCENT OF SERVICE AREA POPULATION

1970	.75%
1971	.87%
1972	.93%
1973	1.12%
1974	1.39%
1975	2.32%

TABLE 6

PROJECTED AND ACTUAL FTE ENROLLMENT
FY 1971 - FY 1976*

	Projected	Actual	% of Projected
1971	1200	1515	126.25
1972	1600	1692	105.75
1973	1600	1796	112.25
1974	1600	2136	133.50
1975	2250	2682	119.20
1976	2594	3223	124.25

*Projected FTEs are the annualized FTEs drawn from the Budget 2B for the three Biennia included in this chart, except for the 1972-74 biennium where the Division of the Budget scaled down the requests in the 2B. Actual FTEs are also "annualized."

Enrollment in community service courses (non-credit) has increased by 1,233% since 1968 and the number of course offerings increased by 1,285% in the same period. In 1975, 3.7% of the adult population on the Peninsula was enrolled in community service courses at the college. Combining the enrollments in credit and non-credit courses, approximately 6.0% of all the adults in the service area were attending the college in 1975.

Since 1971, the actual FTES has exceeded the budgeted FTES every year. This "overrun" in FTES has been as high as 26% in 1971 and as low as 6% in 1972. The average yearly overrun has been 20.2%. These overruns are very costly for the college in that state funding based on FTES does not fully cover the additional cost brought on by this "overrun" in the number of students.

Educational Programs

Enrollment in and graduates of educational programs at Thomas Nelson Community College are displayed in Table 7. From 1972-1976 the proportion of students in degree programs (college parallel and occupational technical) has declined while the proportion of students in the developmental program and the proportion of students who are unclassified has increased sharply. The data for 1975-76 seems to indicate some leveling off of this trend since the percentage of students who were unclassified sharply declined from the 74-75 level while the percentage of students who were enrolled in degree programs actually increased.

One important long range factor that tends to increase the proportion of "non-degree" students (those who are currently reported as unclassified), is the median age of students (23.8 for first-time students in 1974-75). As the median age of students increases at the college, the proportion of unclassified students will also tend to increase since these individuals often do not have degree goals. Older students are more typically oriented toward continuing education.

Among the occupational-technical curricula, heaviest enrollment is in Business Management, Secretarial Science, Police Science, Nursing, and Data Processing, in that order. Although a number of programs have declined in terms of the percentage of students enrolled in those programs since 1972, only the Fire Science Curriculum has had a net loss in students during this period.

Among the college parallel curricula, heaviest enrollment is in Business Administration, Pre-Education and Liberal Arts, in that order. However, Pre-Education and Liberal Arts have had a net loss in students since 1972.

Data on first-time students for 1974-75 indicate that only 23% of the incoming students plan to transfer to a four year program. This would tend to confirm a continuing trend away from college parallel programs since the likelihood is that a number of students will probably switch their "transfer" goals to "career" goals, once they begin their programs.

TABLE 7

HEAD COUNT AND GRADUATES BY CURRICULUM
1972 - 1976[1]

	71 - 72				72 - 73				73 - 74				74 - 75				75 - 76			
	HC	%	GRAD	%	HC	%	GRAD	%	HC	%	GRAD	%	HC	%	GRAD	%	HC	%	GRAD	%
OCC - TECH	886	41.4	134	65.7	906	35.9	178	67.7	1024	31.1	226	68.5	1158	28.8	209	69.2	1503	33.2	240	70.6
Accounting	46	2.2	4	2.0	59	2.3	11	4.2	57	1.7	10	3.0	76	1.9	7	2.3	119	2.6	9	2.6
Arch. Tech.	26	1.2	11	5.4	20	.8	6	2.3	21	.6	4	1.2	31	.8	7	2.3	45	1.0	11	3.2
Bus. Mngmt.	131	6.1	15	7.4	133	5.3	19	7.2	176	5.4	23	7.0	226	5.6	21	7.0	256	5.7	36	10.6
Comm. Arts	65	3.0	19	9.3	55	2.2	13	4.9	73	2.2	18	5.5	66	1.6	14	4.6	86	1.9	17	5.0
Data Proc. Tech.	104	4.9	20	9.8	72	2.9	12	4.6	68	2.1	15	4.6	83	2.1	10	3.3	113	2.5	11	3.2
Drafting & Design Tech.	33	1.5	4	2.0	28	1.1	8	3.0	32	1.0	6	1.8	33	.8	6	2.0	41	.9	6	1.8
Electron. Tech.	52	2.4	12	5.9	68	2.7	12	4.6	80	2.4	23	7.0	74	1.8	15	5.0	106	2.3	10	2.9
Fire Science	76	3.6	0	0.0	77	3.1	24	9.1	46	1.4	13	3.9	42	1.1	19	6.3	53	1.2	11	3.2
Marine Science	33	1.5	6	2.9	19	.8	3	1.1	18	.6	9	2.7	20	.5	2	.7	38	.8	14	4.1
Mech. Tech.	36	1.7	1	.5	54	2.1	3	1.1	102	3.1	14	4.2	101	2.5	18	6.0	102	2.3	6	1.8
Merchan. Ret.[2]	..	..	..	..	..	..	..	..	..	..	..	..	13	.3	0	0.0	31	.7	0	0
Nursing	52	2.4	22	10.8	58	2.3	22	8.4	67	2.0	32	9.7	66	1.6	25	8.3	133	2.9	34	14.2
Occup. Safety & Health	..	..	..	..	17	.7	0	0.0	11	.3	0	0.0	16	.4	3	1.0	29	.6	8	2.4
Police Science	128	6.0	8	3.9	135	5.4	21	8.0	132	4.0	41	12.4	156	3.9	28	9.3	157	3.5	33	9.7
Pub. Adm.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	.1	1	.3
Secretarial Sci.	104	4.9	12	5.9	111	4.4	24	9.1	141	4.3	18	5.5	154	3.8	34	11.3	188	4.2	33	9.7
COLLEGE PARALLEL	483	22.6	53	26.0	438	17.4	80	30.4	456	13.9	97	29.4	474	11.8	85	28.2	560	12.4	81	23.8
Art Education	..	..	..	..	..	..	..	..	..	..	..	..	6	.2	0	0.0	18	.4	2	.6
Business Adm.	127	6.0	12	6.0	130	5.2	25	9.5	143	4.4	36	10.9	155	3.9	27	8.9	191	4.2	26	7.6
Fine Arts	..	..	..	..	..	..	..	..	..	..	..	..	8	.2	2	.7	13	.3	2	.6
Education	144	6.7	20	9.8	119	4.7	31	11.8	101	3.1	25	7.6	107	2.7	24	8.0	108	2.4	23	6.8
Engineering	42	2.0	5	2.5	34	1.4	10	3.8	33	1.0	5	1.5	36	.9	9	3.0	72	1.6	5	1.5
Liberal Arts	120	5.6	11	5.4	102	4.0	10	3.8	115	3.5	12	3.6	94	2.3	12	4.0	100	2.2	12	3.5
Science	50	2.3	5	2.5	53	2.1	4	1.5	64	2.0	19	5.8	68	1.7	11	3.6	58	1.3	11	3.2

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continued on next page . . . . . .

TABLE 7 (cont.)

HEAD COUNT AND GRADUATES BY CURRICULUM (Page 2)

1972 - 1976

	71 - 72				72 - 73				73 - 74				74 - 75				75 - 76			
	HC	%	GRAD	%	HC	%	GRAD	%	HC	%	GRAD	%	HC	%	GRAD	%	HC	%	GRAD	%
DIPLOMA/CERT[5]	35	1.6	17	8.3	13	.5	5	1.9	25	.8	7	2.1	42	1.1	8	2.7	140	3.1	19	5.6
Aging Spec.	..	..	..	..	..	..	..	..	..	..	..	..					3	.1	0	0
Auto. Repair	..	..	..	..	..	..	..	..	..	..	..	..	1	.02	0	0.0	18	.4	0	0
Clerical Studies	..	..	..	..	..	..	..	..	..	..	..	..	7	.2	3	1.0	20	.4	5	1.5
Computer Oper.	11	.5	2	1.0																
Early Child. Ed.	..	..	..														4	.1	1	.3
Education. Asst.	14[4]	.7	15	7.4	0	0.0	0	0.0	4	.1	0	0.0	5	.1	2	.7	6	.1	2	.6
Education. Secr.	..	..	..	..	..	..	..	..	..	..	..	..	0	0	0	0.0	1	.0	3	.9
Food Serv. Mngt.	..	..	..	..	..	..	..	..	..	..	..	..	1	.02	0	0.0	8	.2	0	0
Machine Tool Op.	..	..	..	..	..	..	..	..	..	..	..	..	3	.1	0	0.0	15	.3	0	0
Pub. Adm. Asst.	..	..	..	..	..	..	..	..	..	..	..	..	2	.1	0	0.0	15	.3	0	0
Radio-TV	10	.5	0	0.0	13	.5	5	1.9	21	.6	7	2.1	18	.5	3	1.0	32	.7	5	1.5
Welding	..	..	..	..	..	..	..	..	..	..	..	..	6	.2	0	0.0	18	.4	3	.9
DEVELOPMENTAL	294	13.7	..	..	465	18.4	..	..	687	20.9	..	..	919	22.9	..	..	1248	27.6	..	..
UNCLASSIFIED	441	20.6	..	..	700	27.8	..	..	1098	33.4	..	..	1423	35.4	..	..	1076	23.8	..	..
TOTAL[3]	2139		204		2522		263		3290		330		4017		302		4527	100	345	100

[1] The headcount for each academic year is the average enrollment of the fall, winter and spring semesters.

[2] The deletion of any figures for a given curriculum indicates that the curriculum was not at that time listed in the Bulletin of Information.

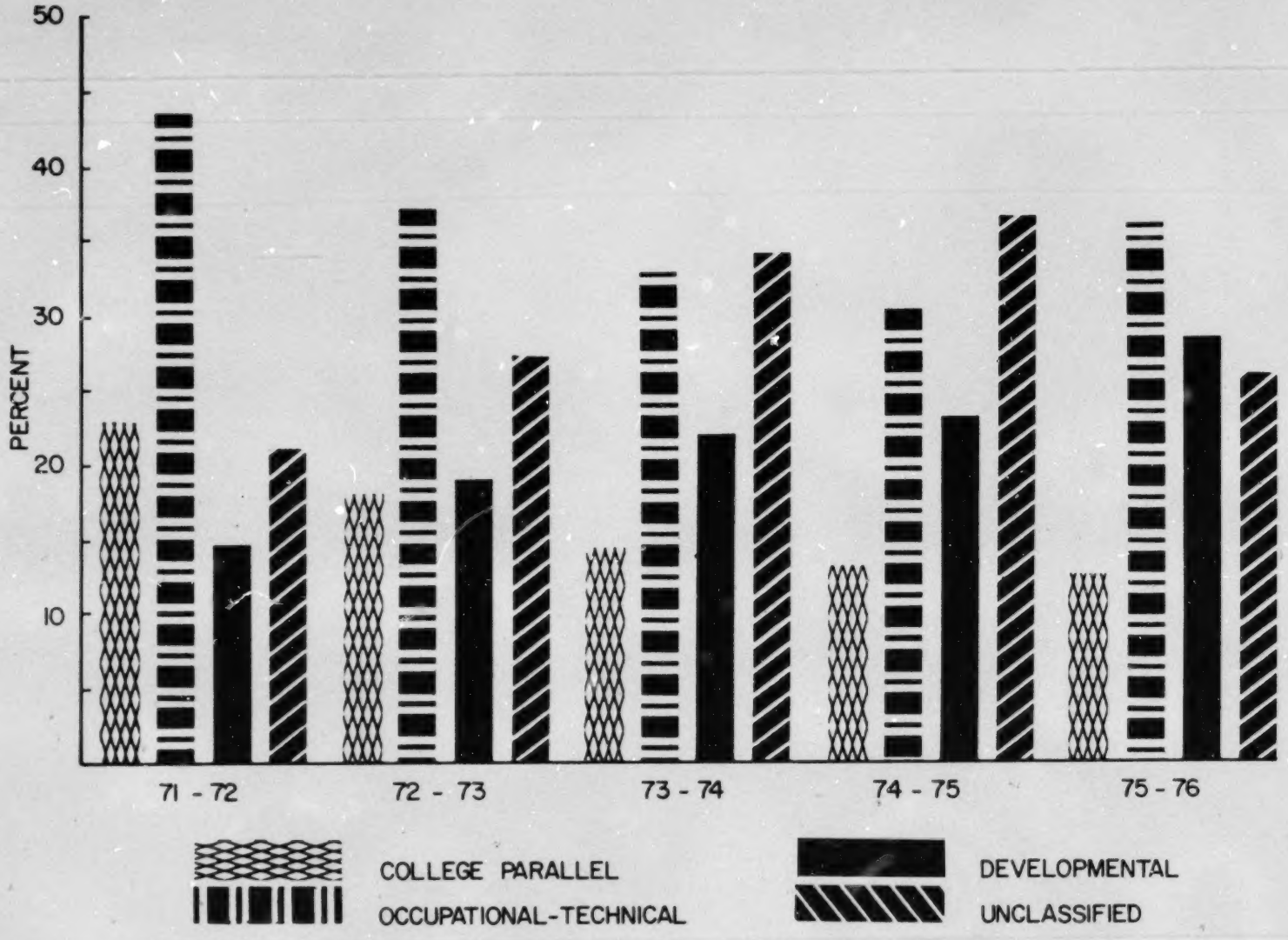
[3] The percentages may not add up to 100 due to rounding.

[4] The enrollment listed as Educational Assistant was at that time enrolled in the Teacher Aid Curriculum. Since the occupational target is essentially the same for both curricula, they are listed together.

[5] There were an additional 4 graduates in the Corrections Certificate program and 1 graduate in the Fire Fighters Certificate program in 1975-76. Since all of these individuals were enrolled in AAS programs, they were not listed as students in Diploma/Certificate programs.

ILLUSTRATION 4

HEADCOUNT DISTRIBUTION BY CURRICULUM CLASSIFICATION
1972 - 1976



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26

There has been relatively little enrollment in diploma or certificate programs since 1971 with a recent expansion in these programs in the last two years. The Radio-TV program is the largest followed by Clerical Studies and Welding.

Resources Inventory

On the whole, financial, personnel, and space resources at Thomas Nelson Community College have not kept pace with the steady increase in enrollment since 1968. Data on finances, personnel, and space at the college since 1968 are reported in Tables 8-10.

In the period 1969-76, there was a net increase of $9.00 in the amount of educational and general revenues available per FTES. However, educational and general revenues per FTES, in 1968 constant dollars, have declined by 34% since FY 1969. For educational and general revenues in FY 76, special funds which primarily consist of tuition and fees, made up 25%, up from 13% in FY 69.

Full-Time Equivalent Personnel (FTEP) have increased by 127% since 1968-1969. The biggest increase was in teaching faculty (151%), followed by administrators (120%), and classified staff (90%). During this period the faculty-student ratio increased from 1:12.7 to 1:18.5.

Illustration 5 compares the Full-Time Equivalent Faculty (FTEF) at TNCC to the projected FTEF using the faculty-student ratios of 1:15 for developmental and occupational-technical FTES and 1:20 for bachelor credit FTES established by the State Council of Higher Education for Virginia. Actual FTEF has consistently been below the projected FTEF using these ratios. In the last two years, the gap between actual FTEF and projected FTEF has increased to the point that in 1975-1976, actual FTEF was 32.6 less than projected FTEF.

Total inside space available (on and off campus) has increased slightly since 1968-1969, from 58.2 sq. ft. per FTES to 59.3 sq.ft. per FTES. However, off-campus space, which made up 30.9% of the total inside space in 1975-1976, is either leased or borrowed and therefore does not represent space under the full control of the college. On-campus inside space has declined from 58.2 sq.ft. per FTES in 1968-1969 to 40.9 sq.ft. per FTES in 1975-1976.

TABLE 8

FINANCIAL INVENTORY 1968-1976

Annual Educational and General Revenues

	68 69	69-70	70-71	71 72	72 73	73 74	74 75	75-76
Annual FTES	861	1,248	1,515	1,692	1,796	2,136	2,682	3,223
% increase		44.9%	21.4%	7.3%	6.2%	18.9%	25.6%	20.2%
General Fund	983,031	1,058,140	1,050,000	1,254,975	1,599,355	2,016,474	2,474,044	3,195,270
% increase		9.9%	.8%	19.5%	27.4%	26.1%	22.7%	29.2%
Special Fund	141,945	198,311	309,603	319,763	476,186	523,850	926,486	1,047,616
% increase		39.7%	56.1%	3.3%	48.9%	10.0%	76.9%	13.1%
TOTAL	1,124,976	1,256,451	1,359,603	1,574,738	2,075,541	2,540,324	3,400,530	4,242,886
% increase		13,7%	8.2%	15.8%	31.8%	22.4%	33.9%	24.8%
Per FTES	1,307	1,007	897	931	1,156	1,189	1,268	1,316
Revenues Per FTES in 1968 Constant Dollars	1,283	965	804	780	961	931	894	850

TABLE 9

PERSONNEL INVENTORY 1968 - 1976

	68-69	69-70	70-71	71-72	72-73	73-74	74-75	75-76
Annual FTES	861	1248	1515	1672	1796	2136	2682	3223
FTE Teaching Faculty								
Permanent	51	52.8	59.4	62	75	84	103	118
Lecturers	13.6	5.8	5.1	8.3	14.0	22.0	32.2	30.7
Summer	3.3	5.1	6.9	9.8	8.9	12.6	15.7	21.4
Total	67.9	63.7	71.4	80.1	97.9	118.6	150.9	170.1
Instructional Assts					1	2	5	8
*FTEF : FTES	1:12.7	1:19.6	1:21.2	1:20.9	1:18.3	1:17.9	1:17.5	1:18.5
**FTE Administrators	15	17	17	20	26	26	30	33
FTEA : FTES	1:57	1:73	1:89	1:84	1:69	1:82	1:89	1:98
FTE Classified Staff								
Permanent	37	42	39	41	50	65	95	106
Hourly	24	15.2	6.5	12.5	8.0	12.3	16.6	10.0
Total	61	57.2	45.5	53.5	58.0	77.3	111.6	116
FTECS : FTES	1:14	1:22	1:33	1:31	1:31	1:28	1:24	1:28
FTE Personnel	143.9	137.9	133.9	153.6	182.9	223.9	297.5	327.1
FTEP : FTES	1:6.0	1:9.1	1:11.3	1:10.9	1:9.8	1:9.5	1:9.0	1:9.9

*Instructional Assistants are counted as 50% of an FTEF in computing the faculty-student ratio.

**Administrators include all 12-month faculty.

TABLE 10

SPACE INVENTORY 1968 - 1976

Academic Year	Sq. Ft. Inside Space on Campus	Annual FTES	Sq. Ft./FTES	Sq. Ft. Inside Space off Campus	Total Inside Space	Total Sq. Ft./FTES
1968-1969	50,141	861	58.2	(not available)	50,141	58.2
1969-1970	50,141	1248	40.2	(not available)	50,141	40.2
1970-1971	51,911	1515	34.3	(not available)	51,911	34.3
1971-1972	51,911	1692	30.7	(not available)	51,911	30.7
1972-1973	61,335	1796	34.2	34,347	95,682	53.3
1973-1974	61,281	2136	28.7	38,190	99,471	46.6
1974-1975	130,700	2682	48.7	38,779	169,479	63.2
1975-1976	131,959	3223	40.9	59,143	191,102	59.3

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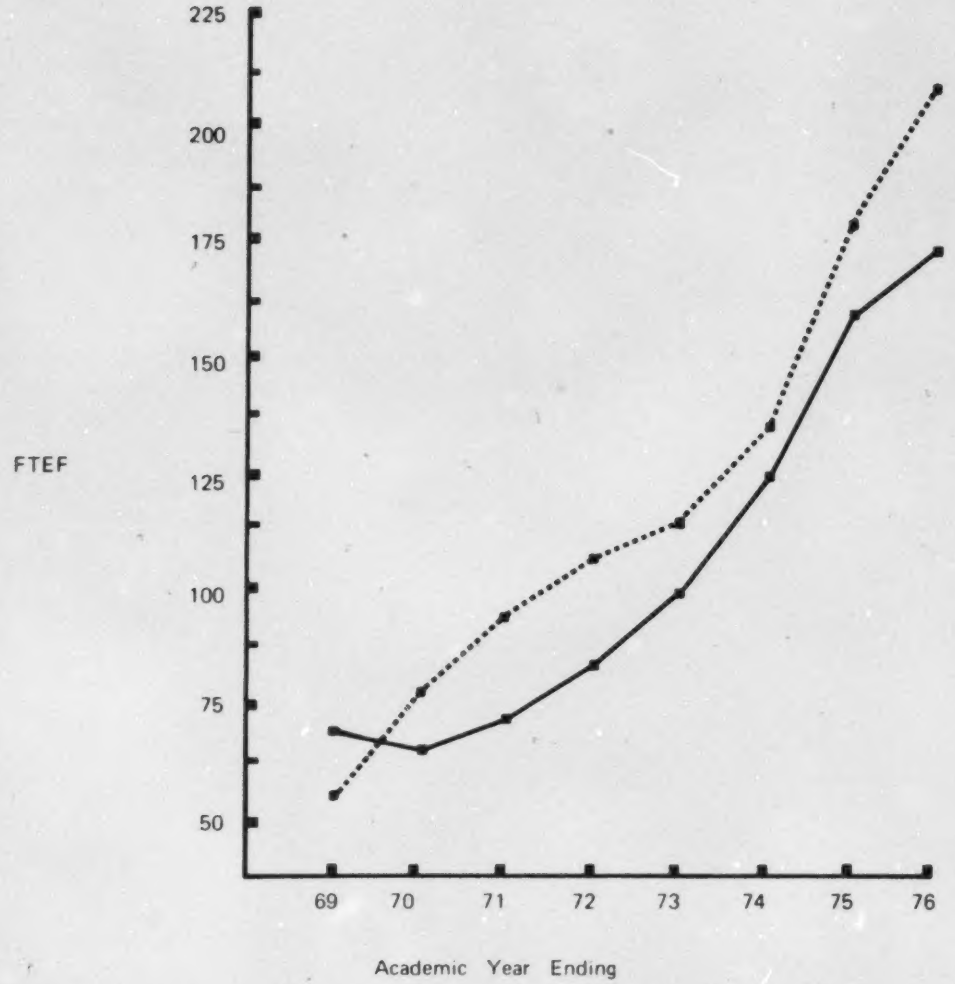
ILLUSTRATION 5

ACTUAL FTEF AS COMPARED TO PROJECTED FTEF

1969 - 1976



——— Actual FTEF (9 mo.)

– – – – Projected FTEF which would be allocated under the budget guidelines where the faculty-student ratio is 1:15 for foundation and occupational technical FTES and 1:20 for bachelor credit FTES

II. SERVICE AREA PROFILE

Description

The service area of Thomas Nelson Community College consists of the four cities (Hampton, Newport News, Poquoson, and Williamsburg) and the two counties (James City and York) which make up State Planning District 21. The area is generally referred to as the Virginia Peninsula.

The Virginia Peninsula lies within the southeastern portion of Virginia in the coastal plain and is approximately 45 miles in length with a mean average width of about 13 miles, totaling approximately 410 square miles. The surface area is relatively flat and low in Hampton and Newport News ranging from sea level to 40 feet above sea level. At the other end of the Peninsula, James City County is level to very gently rolling, and altitudes range from sea level to slightly more than 100 feet above sea level.

The area is rich in colonial, revolutionary, and civil war history. Jamestown, located in James City County, was the site of the first permanent English settlement in America; Williamsburg was a political and economic center during the colonial period; Yorktown was the scene of the surrender of Cornwallis to the American forces in the Revolutionary War; and Hampton, where Fort Monroe is located, was the scene of several major battles during the Civil War.

Demographic and Socioeconomic Characteristics

The Hampton-Newport News metropolitan area was the fastest growing urban area in the state from 1960 to 1970. Since 1970, the annual growth rate has slowed noticeably due to a lower birth rate and a slowdown in immigration. For the period 1970-1974, the growth rate was less than that for both Virginia and the nation.

Among the jurisdictions in the service area, York County, Williamsburg, and James City County were the fastest growing from 1970 through 1974. Newport News actually lost population during this period (see Table 11).

General population characteristics for the service area are reported in Table 12. During the period 1960-1970, the ratio of white to non-white population increased. There has also been the typical migration of white population to suburban and semi-rural areas on the Peninsula. Moreover, the data in Table 12 show that the ratio of male to female is almost equal, with the proportion of women increasing slightly in the decade.

With respect to socioeconomic characteristics (see Table 13), the percentage of Peninsula residents who are considered poor is smaller than that for the state as a whole (11.8% compared to 14.7%). However, 1972 per capita personal income on the Peninsula was lower than that for the state.

TABLE 11

SERVICE AREA POPULATION 1960 - 1974

	HISTORICAL			
	1960	1970	1972	1974
SERVICE AREA	242,874	319,081	327,600	330,200
James City County	10,449	17,853	19,500	19,300
*York County	21,143	33,203	35,600	37,600
Hampton City	89,258	120,779	126,500	126,800
Newport News City	113,662	138,177	136,100	136,400
Williamsburg City	8,362	9,069	9,900	10,100

	PERCENT OF CHANGE		AVERAGE ANNUAL RATE OF CHANGE		
	1960-1970	1970-1974	1960-1970	1970-1972	1972-1974
SERVICE AREA			2.8	1.3	1.7
James City County	70.9	8.1	5.5	4.5	3.2
*York County	57.0	13.2	4.6	3.5	3.0
Hampton City	35.3	5.0	3.1	2.3	1.7
Newport News City	21.6	-1.3	2.0	0.8	1.1
Williamsburg City	8.5	11.4	0.8	4.5	0.7

*Note: Poquoson City included.

Source: Division of State Planning and Community Affairs.
Population Projections Virginia Counties and Cities, 1980-2000. March, 1975.

TABLE 12

GENERAL POPULATION CHARACTERISTICS OF SERVICE AREA
1960 - 1970

		1960	%	1970	%	% Change
SEX	Male	124,636	51.3	162,528	50.9	30.4
	Female	118,238	48.7	156,553	49.1	32.4
RACE	White	175,014	72.1	234,942	73.6	34.2
	Non-white	67,860	27.9	84,139	26.4	24.0
AGE	15 & Under	82,089	33.9	101,999	32.0	24.3
	16-21	24,892	10.3	42,001	13.2	68.7
	22-44	84,908	35.0	103,022	32.3	21.3
	45-64	38,055	15.7	55,023	17.2	44.6
	65-Over	12,490	5.2	17,036	5.3	36.4
URBAN		215,706	88.8	277,332	86.9	28.6
RURAL		27,168	11.2	41,749	13.1	53.7

Source: U.S. Bureau of the Census, 1970 Census of Population: General Population Characteristics, Virginia, February, 1972.

TABLE 13

SOCIOECONOMIC CHARACTERISTICS OF SERVICE AREA, 1970

Income	Service Area	State
Mean Family Income	$10,721	$10,568
Number of Poor Families	7,817	143,005
% Families in Poverty	10.11%	12.3%
Number of Poor Persons	37,703	690,615
% Population in Poverty	11.8%	14.7%
Per Capita Personal Income (1972)	$4,312	$4,396
Total Personal Income (1972, in Billions)	$1,412.5	$20,947.0
Education (for adults 25+)		
Median Years of School	12.0	11.7
% with 12 Years of School	29.0	25.2
% with 13-15 Years of School	11.2	10.3
% with 16 Years of School	7.6	7.2
% with 17+ Years of School	4.5	5.1

Source: W. J. Serow and M. A. Spar, Virginia's Population: A Decade of Change, Socioeconomic Characteristics. Tayloe Murphy Institute, University of Virginia, 1974.

Adults aged 25 and over in the service area have completed a higher median number of school years than adults across the state as a whole (12 as compared to 11.7). This is due primarily to the much higher proportion of Peninsula adults who have completed 12 years of schooling. However, a smaller proportion of adults in the service area have completed 17+ years of school (4.5%) than adults throughout Virginia (5.1%).

During the decade 1960-1970, the working age population (16-64) grew at a faster rate than the population as a whole. Among this group, the 16-21 age group increased the most dramatically.

Population projections for the Virginia Peninsula are reported in Table 14. These projections show that the annual rate of increase in the service area's population is expected to remain about the same (1.7%) through 1985. After that, the average annual rate of increase is expected to decline slightly to 1.3% for 1995-2000. The fastest growing jurisdictions on the Peninsula will be James City County and York County, followed by the City of Hampton. Newport News and Williamsburg will grow at a much slower pace approximating a no-growth situation by the year 2000.

Labor Force Characteristics and Projections

Tables 15-17 contain the current employment, place-of-work, and occupational characteristics of the labor force for the service area. In the Peninsula area, women make up approximately 40% of the labor force and 52% of the umemployed. Blacks account for 27% of the labor force, 26% of the employed, and 41% of the unemployed. The black unemployment rate is currently around 7.3%. Women and blacks, but especially blacks, are more likely to be unemployed than white males.

The labor force has increased 22.2% since 1970 while the population has increased only 3.5%. Unemployment is also on the rise, although it has consistently been below the national rate.

With respect to place-of-work characteristics, services and state and local government employment increased during 1974-1975 when many areas of employment were on the decline. In 1975, government workers made up 28% of the labor force, service workers 17%, non-manufacturing workers 6%, and wholesale and retail trade workers 18%. In general, the ratio of manufacturing to non-manufacturing workers increased slightly between 1970-1974.

Most of the service area's employees are white-collar (51%); of those, the professional and technical workers are the largest group, followed by those in clerical occupations. For women, white-collar occupations -- clerical, professional, technical, and service, in that order -- are most predominant. Clerical occupations are the most prevalent among black, white-collar workers.

The demand and outlook for employment on the Peninsula relate directly to national trends. National trends are drawn from a publication of the Bureau of Labor Statistics, *Occupational Outlook Handbook, 1976-1977*. Generally, the total labor force is expected to increase by 24% by 1985.

TABLE 14

SERVICE AREA POPULATION
1980 - 2000

	1980	1985	1990	1995	2000
SERVICE AREA	373,500	401,000	430,500	460,000	490,300
James City County	25,000	29,000	33,700	38,700	44,400
* York County	45,000	51,700	59,400	67,500	76,600
Hampton City	145,000	155,500	165,800	175,400	184,000
Newport News City	148,000	154,000	160,500	167,000	173,600
Williamsburg City	10,500	10,800	11,100	11,400	11,700

AVERAGE ANNUAL RATE OF CHANGE

	1980-1985	1985-1990	1990-1995	1995-2000
SERVICE AREA	1.7	1.4	1.3	1.3
James City County	3.7	3.0	2.8	2.8
York County	3.5	2.8	2.6	2.6
Hampton City	1.6	1.3	1.1	1.0
Newport News City	1.0	0.8	0.8	0.8
Williamsburg City	0.6	0.5	0.5	0.5

*Note: Poquoson City included.

Source: Division of State Planning and Community Affairs. Population Projections Virginia Counties and Cities, 1980-2000. March, 1975.

TABLE 15

EMPLOYMENT AND UNEMPLOYMENT BY SEX AND MINORITY STATUS
1974 ANNUAL AVERAGES

	1970			1974				
					Female		Nonwhite	
Item	Total	Female	Nonwhite	Total	Total	% Change 1970-74	Total	% Change 1970-74
Population	319,081	156,519	84,233	330,200	162,130	+ 3.6	86,667	+ 2.9
% of Total Population	100.0	49.1	26.4	100.0	49.1	-	26.2	-
Labor Force	109,350	43,315	28,710	139,400	55,540	+28.2	36,689	27.8
% of Total Labor Force	100.0	39.6	26.3	100.0	39.8	-	26.3	-
Employed	105,461	41,097	27,101	132,900	51,778	+26.0	33,957	25.3
% of Total Employed	100.0	39.0	25.7	100.0	39.0	-	25.6	-
Unemployed	3,889	2,218	1,609	6,500	3,762	+69.6	2,732	+69.8
% of Total Unemployed	100.0	57.0	41.4	100.0	57.0	-	41.4	-
Unemployment Rate	3.6	5.1	5.6	4.7	6.8	-	7.4	-

Source: Area Manpower Review, Virginia Employment Commission, April 1976.

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TABLE 16

LABOR FORCE COMPONENTS 1970 - 1975
ANNUAL AVERAGES (IN THOUSANDS)
DATA NOT SEASONALLY ADJUSTED

	1970	1971	1972	1973	1974	1975	% Change 1970 1974	% Change 1974 1975
LABOR FORCE DATA (Place of Residence) 1/								
Civilian Labor Force	114.2	120.8	133.4	133.0	139.5	139.4	+22.2	- 0.1
Total Employment 2/	108.6	115.9	128.0	127.6	132.9	130.5	+22.4	- 1.8
Unemployment	5.6	4.9	5.4	5.4	6.6	8.9	+17.9	+34.8
Per Cent of Labor Force	4.9	4.1	4.0	4.1	4.7	6.4		
State Rate (%)	3.4	3.6	3.6	3.6	4.5	6.7		
National Rate (%)	4.9	5.9	5.6	4.9	5.6	8.5		
ESTABLISHMENT DATA (Place of Work)								
Nonagricultural Wage & Salary 3/	107.9	112.9	121.9	128.3	128.4	125.5	+19.0	- 2.3
Manufacturing	26.6	28.5	34.5	35.5	33.0	30.6	+24.1	- 7.3
Durable Goods	21.9	23.9	29.7	30.3	27.9	26.0	+27.4	- 6.8
Stone, Clay & Glass Prods.	.3	.4	.5	.5	.5	.4	+66.7	20.0
Transportation Equipment	19.4	20.6	25.6	25.1	24.0	22.5	+23.7	- 6.2
Other Durable Goods 4/	2.2	2.9	3.6	3.9	3.4	3.1	+54.5	- 8.8
Nondurable Goods	4.7	4.6	4.8	5.2	5.1	4.6	+ 8.5	- 9.8
Food & Kindred Prods.	1.5	1.6	1.8	1.9	1.8	1.6	+20.0	-11.1
Textile Mill Prods. & Apparel & Rel. Prods.	.7	.6	.7	.8	.7	.5	0.0	-28.6
Print., Pub. & Allied Industries	1.0	1.0	1.0	1.0	1.0	1.0	0.0	0.0
Other Nondurable Goods 5/	1.5	1.4	1.3	1.5	1.6	1.5	+ 6.7	- 6.2
Nonmanufacturing	81.3	84.4	87.4	92.8	95.4	94.8	+17.3	- 0.5
Contract Construction	5.9	6.4	6.2	7.3	7.8	6.6	+32.2	-15.4
Transportation & Pub. Util.	4.6	4.0	4.1	4.4	4.7	4.7	+ 2.2	0.0
Wholesale & Retail Trade	18.2	19.2	20.7	22.5	22.9	22.5	+25.8	- 1.7
Wholesale Trade	2.1	2.3	2.4	2.7	2.6	2.5	+23.8	- 3.8
Retail Trade	16.1	16.9	18.3	19.8	20.3	20.0	+26.1	- 1.5
Finance, Ins. & Real Estate	3.1	3.2	3.4	3.9	4.3	4.1	+38.7	- 4.7
Services & Misc. Mining	16.9	17.9	18.7	20.1	20.6	21.8	+21.9	+ 5.8
Government	32.6	33.7	34.3	34.6	35.1	35.2	+ 7.7	+ 0.3
Federal Government	17.4	17.4	17.5	17.2	16.7	16.4	- 4.0	- 1.8
State & Local Government	15.2	16.3	16.8	17.4	18.4	18.8	+21.1	+ 2.2

1/ Monthly data adjusted to 1974 CPS levels.

2/ Includes strikers when strikes occurred.

3/ Totals adjusted to 1974 benchmarks. Excludes strikers.

4/ Includes lumber and furniture, metals, electrical machinery and miscellaneous manufacturing.

5/ Includes tobacco, paper and petroleum refining.

Source: Area Manpower Review, Virginia Employment Commission, April, 1976.

TABLE 17

OCCUPATIONS OF EMPLOYED PERSONS, BY SEX AND MINORITY STATUS (PERCENT DISTRIBUTION) 1974

	Both Sexes				Females			
	Total	Black	Other Minorities	Spanish American	Total	Black	Other Minorities	Spanish American
TOTAL, ALL OCCUPATIONS, NUMBER 1974	132,900	34,160		1,060	51,830	15,020		400
NUMBER 1970	105,461	27,137	*	797	41,097	11,893	*	312
PER CENT 1970	100.0	100.0		100.0	100.0	100.0		100.0
Professional, Technical and Related	19.5	9.6	NA	25.8	19.1	14.1	NA	22.1
Engineers	3.2	.2	NA	3.2	NA	NA	NA	NA
Medical and Health Workers	2.3	1.8	NA	8.9	3.9	3.4	NA	9.9
Teachers, Elementary & Secondary Schools	3.9	3.8	NA	6.0	8.2	7.0	NA	10.6
Other Professional Workers	10.1	3.8	NA	7.7	7.0	3.7	NA	1.6
Nonfarm Managers and Administrators	7.1	2.3	NA	6.3	3.4	1.1	NA	NA
Sales Workers	6.6	2.5	NA	10.0	8.7	3.7	NA	19.6
Retail Stores	4.4	1.9	NA	8.3	7.5	3.3	NA	17.6
Other Sales Workers	2.2	.6	NA	1.7	1.2	.4	NA	2.0
Clerical Workers	18.1	10.7	NA	10.0	33.9	14.3	NA	33.3
Secretaries, Stenographer & Typists	5.1	2.0	NA	2.4	12.7	4.2	NA	6.1
Other Clerical Workers	13.0	8.7	NA	14.2	21.2	10.1	NA	27.2
Total White Collar Workers	51.3	25.1		58.7	65.1	33.2		75.0
Craftsmen, Foremen and Related	17.8	15.7	NA	13.7	1.4	1.2	NA	NA
Construction Craftsmen	6.0	6.7	NA	5.7	NA	NA	NA	NA
Mechanics and Repairman	3.1	2.2	NA	4.0	NA	NA	NA	NA
Machinist and Other Metal Craftsmen	2.5	1.6	NA	.6	NA	NA	NA	NA
Other Craftsmen	6.2	5.2	NA	3.4	NA	NA	NA	NA
Operatives, Except Transport	8.2	11.7	NA	7.2	7.1	12.4	NA	7.1
Durable Goods Manufacturing	3.6	3.4	NA	1.5	1.9	1.2	NA	1.9
Nondurable Goods Manufacturing	1.5	2.6	NA	3.7	2.2	4.4	NA	5.2
Nonmanufacturing	3.1	5.7	NA	2.0	3.0	6.8	NA	NA
Transport Equipment Operatives	3.1	5.6	NA	3.6	1.5	1.2	NA	NA
Nonfarm Laborers	4.2	8.8	NA	2.5	.5	.7	NA	NA
Total Blue Collar Workers	33.3	41.8		27.0	10.5	15.5		7.1
Service Workers Exc. Private Household	12.9	25.5	NA	12.7	19.0	35.6	NA	13.8
Cleaning and Food Service Workers	7.2	17.2	NA	6.4	10.5	22.3	NA	4.2
Protective Service Workers	1.3	.7	NA	1.0	.2	.3	NA	NA
Personal, Health & Other Svc. Workers	4.4	7.6	NA	5.3	8.3	13.0	NA	9.6
Private Household Workers	2.1	7.0	NA	1.6	5.3	15.6	NA	4.1
Farm Workers 1/	.4	.6	NA	NA	.1	.1	NA	NA

1/ Farmers, Farm Managers, Farm Laborers and Foremen.

* Too insignificant for breakout

Source: Area Manpower Review, Virginia Employment Commission, April 1976

For the period 1974-1985, a 33% increase is expected in employment in the service producing industries, which include trade, government, services, transportation, finance, insurance and real estate. Trade is expected to increase 22%; government, 35% (mostly at the state and local level); transportation and utilities, 11%; services and miscellaneous industries, better than 50%; and finance, insurance, and real estate 35%. The fastest growing service industries will be business services, particularly accounting, data processing and maintenance, and the health care industry.

The goods producing industries are expected to rise slowly through 1985. Among this group, farming is expected to continue to decline, but mining is expected to increase by 17%; contract construction is expected to grow more than 26%, and manufacturing is expected to rise 11%.

The national occupational outlook is for a continued rapid growth in white-collar and service occupations through 1985 in contrast to a slower-than-average growth in blue-collar jobs. Among the white-collar occupations, clerical workers followed by professional and technical workers will be the fastest growing.

Projections for specific occupational areas for the period 1974-1985 are as follows: managers, particularly salaried managers, 21% increase; clerical workers, better than 33% increase; professional and technical workers, 29% increase; sales workers, 16% increase; craftsmen, 20% increase; semi-skilled workers, 9% increase; laborers, 9% increase; and service workers, 28% increase (particularly hospital, health care, and the protective services).

The demand for professional occupations, which is expected to rise rapidly, must be tempered with the knowledge that more people are finishing high school, entering college, finishing college and going on to graduate school than ever before. For example, the proportion of Americans aged 25 and over who have completed four or more years of college has almost tripled since 1940. Therefore, while the demand for professional occupations is high, the supply is also expected to be high.

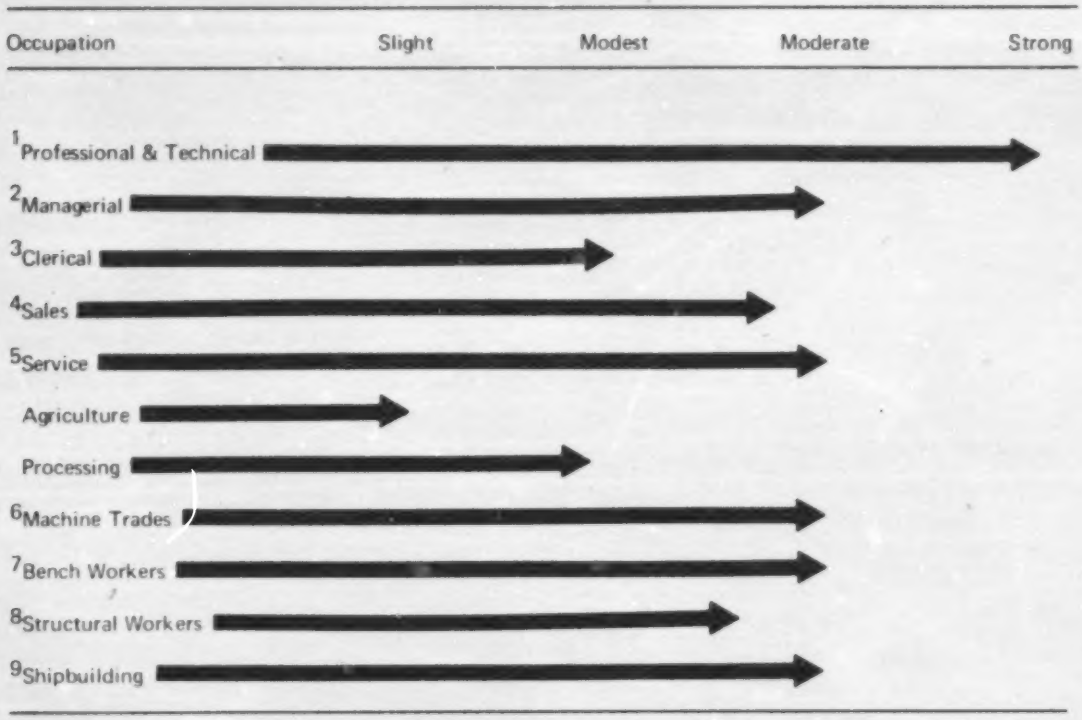
The Bureau of Labor Statistics estimates an annual surplus of 140,000 college graduates by 1980, and the National Planning Association estimates that 80% of all the jobs currently available primarily consist of routine tasks--tasks which are below the skill level of our present postsecondary educational system's graduates. The Association estimates that only 20% of the current jobs available are "elite" positions.

Demand and outlook for workers on the Peninsula in the immediate future are illustrated in Table 18. In many respects, local trends tend to parallel national projections. For example, opportunities tend to increase, even during periods of recession, in state and local government, finance, insurance, real estate, and services.

The following types of businesses have shown long-term favorable trends in employment in the service area: construction, stone-clay-glass, machinery, transportation equipment, miscellaneous manufacturing, and paper-rubber-plastics. However, the supply of workers substantially exceeds demand in the following areas: professional, technical and managerial workers; drafting; and bench-work occupations.

TABLE 18

DEMAND FOR WORKERS ON VIRGINIA PENINSULA



[1]However, a leveling off of demand for teachers and federal government workers; licensed practical nurses in particular demand.

[2]Strongest demand for restaurant and retail trade managers.

[3]Stenographers, clerk typists, and stock clerks most in demand.

[4]Strongest need for retail trade salespersons.

[5]Particularly food service workers, also hard to fill jobs such as maids and porters.

[6]Machinists and auto and truck mechanics much in demand.

[7]Demand for skills such as radio repairmen, electronic assemblers, and sewing machine operators.

[8]Demand for construction workers, equipment operators, and craftsmen such as carpenters and brick layers.

[9]Particularly machinists, pipefitters, welders, sheet-metal workers, riggers and electricians.

The surplus of college graduates previously reported for the nation is also evident in Virginia. It is estimated that 35% of the job openings in Virginia each year will require some college education. However, 65% of those openings do not require formal education beyond high school. Five occupational groups -- clerical workers, craftsmen, operators, sales workers and service workers -- will account for 68% of the job openings. While only 35% of the job openings in Virginia will require some college education, the percentage of the labor force that have some college education is steadily increasing. For example, the percentage of the labor force that now have college degrees in Virginia has increased from 6.5% to 12.3% since 1950.

High School Students and Post High School Plans

Tables 19-21 contain information on vocational enrollments in secondary education and on post-high school plans and activities of high school graduates in the service area. In general, increasing numbers of high school students in the service area are planning to continue their education in a community college.

In 1974 most vocational students in secondary programs on the Peninsula were enrolled in consumer home economics and business education. Enrollment at the Peninsula Vocational Center for the same period was concentrated in trade and industrial education.

With respect to the post-high school plans of the 1974 and 1975 graduates of the public schools on the Peninsula, significantly more graduates planned to attend a two-year college and get on-the-job training (both were up 3%) in 1975 than in 1974. Among 1975 graduates, 14% planned to go to a two-year college and 5% planned to go to a four-year college. Importantly, more graduates in 1975 planned to obtain postsecondary education than in 1974.

Among the school divisions on the Peninsula, the Williamsburg-James City County school system had the smallest percentage of graduates planning to go to a two-year college (10%). In contrast, 15% of the Poquoson graduates planned to go to a two-year college, 15% of the Hampton graduates, 14% of the York County graduates, and 13% of the Newport News graduates.

Data on the 1973-1974 high school graduates of the public schools in the service area indicate that 11% actually attended two-year colleges. Twenty-four percent of this class dropped out before graduation, and an additional 33% did not continue their education beyond high school.

Projections of the number of high school graduates from each of the school divisions on the Peninsula are contained in Table 22. The number of high school graduates from all of the school divisions is expected to increase by at least 1.7% by 1980. There will be substantial increases in the number of graduates in York County and James City County with a moderate increase in Poquoson. Graduates from Hampton and Newport News should decline significantly by 1980.

TABLE 19

ENROLLMENTS IN SECONDARY PROGRAMS BY VOCATIONAL SERVICE AND SCHOOL DIVISION 1974 - 1975

PLANNING DISTRICT	SCHOOL DIVISION	Agriculture Education	Distributive Education	Health	Consumer Home Economics	Occupational Home Economics	Business Education	Trade and Industrial Ed.	Industrial Arts	Total
	York	1	164	10	1,157	18	582	297	194	2,423
	Hampton Cy	--	281	99	2,160	1	2,085	1,122	494	6,242
	Newport News	4	874	8	2,175	15	1,925	219	127	5,347
	Williamsburg	--	80	23	419	1	395	103	173	1,194
	Poquoson	--	--	1	85	--	246	26	112	470
	Peninsula Voc. Center	35	--	141	--	--	--	669	--	845
	Va. School at Hampton	--	--	9	20	14	49	57	--	149
	TOTAL	40	1,399	291	6,016	49	5,282	2,493	1,100	16,670

Source: Virginia State Advisory Council on Vocational Education. Sixth Annual Evaluation Report on Vocational Education in Virginia, 1974-75. Richmond, 1975.

TABLE 20

COMPARISON OF 1973-74 HIGH SCHOOL GRADUATES WITH 1970 NINTH GRADE MEMBERSHIP
AND HIGH SCHOOL GRADUATES CONTINUING FORMAL EDUCATION
PLANNING DISTRICT 21

COUNTY AND CITY	MEMBERSHIP NINTH GRADE 1970	NUMBER OF HIGH SCHOOL GRADUATES (REGULAR AND SUMMER 1973-74	1973 - 1974 GRADUATES AS PERCENT OF NINTH GRADE MEMBERSHIP IN FALL 1970	NUMBER AND PERCENT OF HIGH SCHOOL GRADUATES ATTENDING POST-SECONDARY INSTITUTIONS							
				4 YEAR COLLEGES		2 YEAR COLLEGES		TOTAL COLLEGES		OTHER POST-SECONDARY INSTITUTIONS		TOTAL POST-SECONDARY	
				NO	%	NO	%	NO	%	NO	%	NO	%
York[7]	762	574	75	239	42	56	10	295	51	46	8	341	59
Hampton (City)	2,449	1,853	76	634	34	224	12	858	46	159	9	1,017	55
Newport News (City)	2,472	1,867	75	741	40	196	10	937	50	134	7	1,071	57
Williamsburg[8] (City)	313	248	79	97	39	20	8	117	47	29	12	146	59
TOTAL	5,996	4,542	76	1,711	38	496	11	2,207	49	368	8	2,575	57

[7]York County data include Town of Poquoson
[8]City of Williamsburg data include James City County

24% dropped out before graduation.
57 % dropped out or did not go beyond high school.
57% graduates attending post-secondary institutions.
43% ninth grade membership attending post-secondary institutions.

Source: Virginia State Advisory Council on Vocational Education. Sixth Annual Evaluation Report on Vocational Education in Virginia, 1974-75. Richmond, 1975.

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TABLE 21

HIGH SCHOOL GRADUATES AND POST HIGH SCHOOL PLANS
1974 and 1975 Graduates

	Hampton		James City Co./ W'msburg		Newport News		Poquoson		York County		Total		%
	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	
Total Grads	1853	1969	248	278	1867	1793	92	110	482	573	4542	4723	100
4-Year College	634	694	97	120	741	709	26	43	213	257	1711	1823	39
2-Year College	224	289	20	29	196	231	7	17	49	79	496	645	14
Business School	44	33	15	13	46	55	0	0	11	14	116	115	2
Trade-Tech School	115	110	14	19	88	136	14	3	21	35	252	303	6
On-the-Job Training	48	59	11	--	5	135	5	1	20	14	89	220	5
Self-Employed	8	3	3	--	3	13	1	0	1	--	16	20	0
Employed Part-Time	43	59	10	8	29	52	2	3	1	6	85	128	3
Employed Full-Time	567	545	54	56	577	382	22	28	145	131	1365	1142	24
Full-Time Homemaker	53	26	3	2	60	31	3	4	4	20	123	83	2
Unemployed	51	85	0	2	84	30	10	3	16	9	161	129	3
Other	66	--	21	15	38	19	2	8	1	7	128	115	2

Source: State Department of Education, Facing Up. March 1975, 1976.

TABLE 22

HIGH SCHOOL GRADUATES
1976 - 1980

	75-76	76-77	77-78	78-79	79-80
Hampton	1786	1751	1724	1684	1587
James City County / Williamsburg	325	353	370	--	--
Newport News	1850	1875	1850	1850	1825
Poquoson	120	125	131	138	145
York County	510	625	750	785	741

Source: School Board Office of Each Political Subdivision.

Transportation

Recommended new thoroughfares on the Peninsula are contained in the 1985 Major Thoroughfare Plan of the Peninsula Planning District Commission. The Plan calls for the following major additions which would affect access to the college:

1. construction of Butler Farm Road, which would connect Harpersville Road in Newport News to Little Back River Road in Hampton, and which would provide a second approach to the college;

2. extension of Big Bethel Road to link up with Route 173 in York County;

3. expansion of the Newport News Tunnel Connector (I-664) which would link up with a proposed third crossing of the James River at the Little Boat Harbor;

4. construction of a North-South Freeway which would connect I-64 at Patrick Henry Airport with the proposed third crossing of the James River at the Little Boat Harbor.

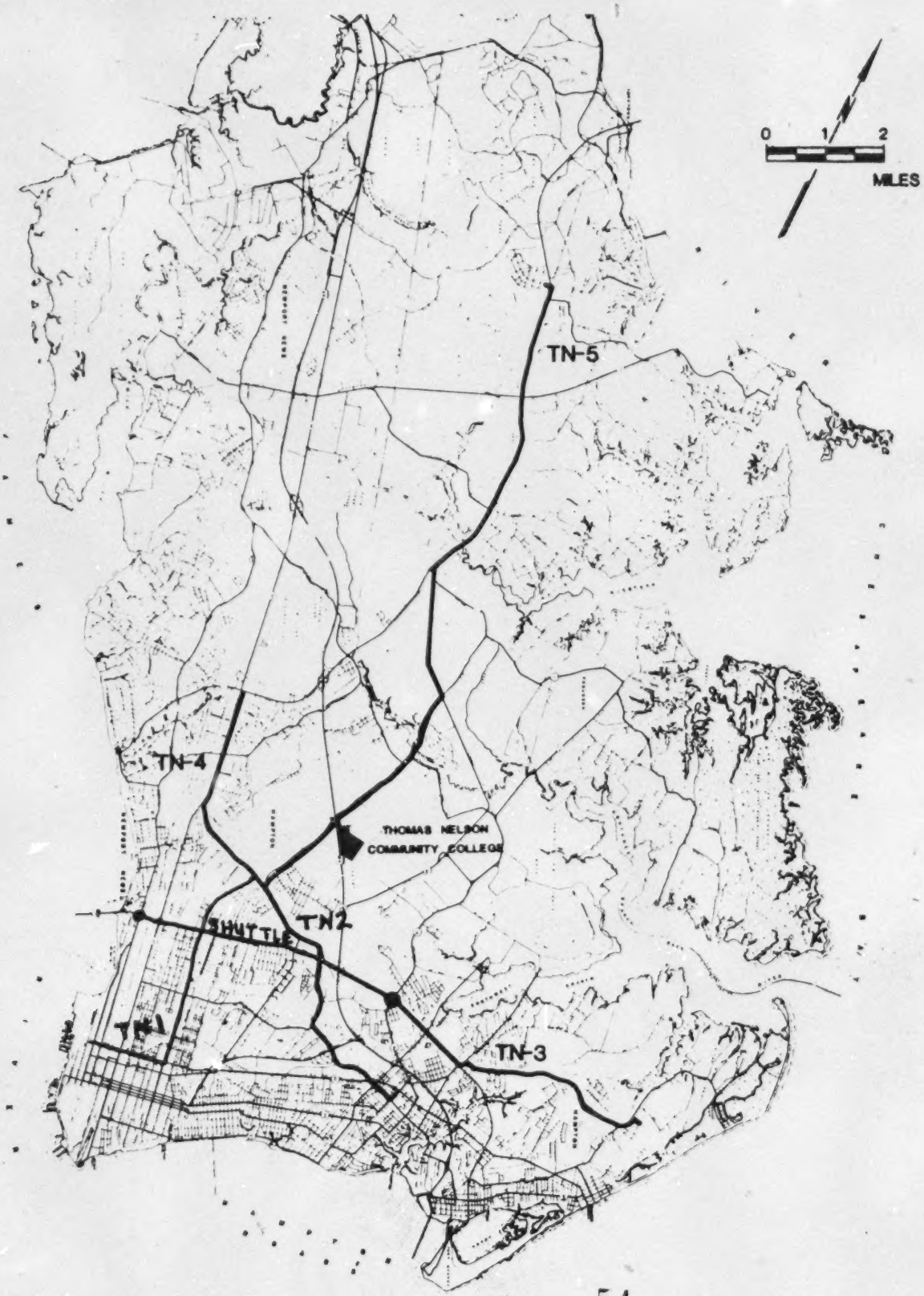
However, construction of these projects in the near future is highly doubtful since new highway construction on the Peninsula is increasingly challenged by those who feel it will bring about unwanted development and by those who feel it will delay the development of public transit. Only planning for the I-664 project is well under way with completion expected by 1980. The Butler Farm Road Project is under active consideration with respect to the segment connecting Big Bethel Road with Magruder Boulevard, but that segment might not be completed until 1990. The North-South Freeway is still very tentative, and the extension of Big Bethel Road beyond the Poquoson River is very much in doubt.

Other important highway developments in the service area are the construction of Route 199, the circumferential highway around Williamsburg, and the lifting of the tolls from the Hampton Roads Tunnel, the York River Bridge, and the James River Bridge. Route 199 should open up major new development in the south James City County area and the lifting of tolls should significantly expand the interaction between the Peninsula and the cities in south Hampton Roads as well as increase commuting traffic from Gloucester County to the Peninsula.

With respect to public transit development in the service area, the proposed new routes to link Thomas Nelson Community College with major transfer points throughout the Peninsula are shown in Illustration 6. These new routes are part of the expanded services planned by the Peninsula Transportation District Commission (Pentran) which took over the operation of Citizens Rapid Transit in April, 1975. Pentran, with federal grants and support from the two participating cities of Hampton and Newport News, plans to replace virtually all capital equipment and substantially expand service. Also, a major marketing and promotional campaign is planned.

ILLUSTRATION 6

PROPOSED NEW SERVICE LINKING TNCC



The status of the five new routes designed to link Thomas Nelson with the major transfer points throughout the Peninsula is indicated below:

1. TN 1, 1976 (tentative)
2. TN 2, 1977-1978
3. TN 3, 4, 5, 1977-1978 (assess potent[illegible])

Economic Development

James City County - Williamsburg. The economy in the north end of the service area is based on tourism (Colonial Williamsburg, Jamestown Island, and Busch Gardens), institutions of state government (the College of William and Mary, and Eastern State Hospital), manufacturing (Dow Badische and Anheuser Busch Brewery), and federal installations. The principal employers are service trade, Colonial Williamsburg Foundation, retail trade, the College of William and Mary, Eastern State Hospital, and Dow Badische, in that order.

The three major tourist attractions employ over 4,500 persons and account for 42% of all retail sales. Paid visitors to Colonial Williamsburg increased from 341,474 in 1956 to 1.2 million annually by 1975. In 1975 over 1.6 million people visited Busch Gardens in its first year of operation, and over 451,000 people visited Jamestown Island. To accommodate the tourist industry, motel units have increased dramatically (9.6% annually since 1950) to total over 4,652 units in 1975.

By 1985, over 1.4 million visitors are expected in Colonial Williamsburg annually (17% increase), and 510,000 annual visitors are expected at Jamestown Festival Park. Motel units to accommodate this influx are expected to increase to 7,350 rooms by 1980.

New economic development in the area is expected in the county since there is very little land available in Williamsburg for development and since the city is planning to stabilize its population base. James City County is viewed as a logical location for manufacturing and distribution activities to serve southeastern Virginia. Industries appropriate to the characteristics of James City County are apparel, bottling, canning, textiles, electronics, scientific instruments, toys, plastics, food processing, furniture, warehousing, distribution, research and development, printing and publishing, and corporate headquarters.

Two major planned communities are either under development or in the advanced planning stage in the county: Kingsmill (4,700 housing units), and Croffton (2,020 housing units). Kingsmill is located on Route 60, adjacent to Anheuser Busch Brewery, and Croffton is located in southwestern James City County, just outside Route 199.

York County-Poquoson. This area is highly dependent on employment centers in Newport News and Hampton. Employment in York County tends to be secondary and, therefore, development in York County and Poquoson has been predominantly residential.

The Grafton, Tabb, and Poquoson areas are the location of the principal stores and public schools. Residential development will be concentrated in this area and the area of York County adjacent to Williamsburg.

Over 50% of the acreage in York County consists of military bases, park property, watershed, or other public use areas. The industry consists essentially of sand and gravel operations and two large energy-related companies -- the VEPCO generating station and the American Oil Company refinery. VEPCO and AMOCO account for over 50% of the assessed property value of York County.

Hampton. The city is the principal government and military center in the metropolitan area. In 1970, 44% of all military and government employees in the metropolitan area worked in the city.

The Mercury Boulevard area in Hampton has become the retail trade center and central business district in the metropolitan area. This is expected to remain the primary commercial center through the planning period. There is real interest in diversifying the economic base in the area, and recently three major industries have located in Hampton--Howmet Corporation, Zinsco Electrical Products, and Munch Systems (mobil cranes).

Newport News. Newport News' economy is oriented toward the port and related industries. The economy is dominated by Newport News Shipbuilding and Drydock Company, a subsidiary of TENNECO Inc., and the company is expected to dominate the economy through 1990. There was a substantial jump in the level of shipyard activity from 1970-1975, and that peak level of employment should continue through 1990.

The bulk of new development should come from an expansion of recently located firms such as Bendix, Grapha, Liebherr America Company, and others engaged in the production, fabrication, and assembly of electrical and non-electrical machinery. The growth areas in nondurable goods are textiles, apparel, printing, publishing, science, research, and development.

Industrial development will occur in Copeland Industrial Park, Patrick Henry Industrial Park, and the Oyster Point tract. Downtown Newport News will continue its decline from its former position as the major commercial center of the Peninsula and will primarily serve the office needs of financial institutions and businesses, which largely generate a daytime population.

III. LONG RANGE GOALS, 1976-1986

In order to fulfill its mission as defined by state statute, the State Board for Community Colleges, and the Thomas Nelson Community College Board, the college has established long range goals for service to the community, for educational programs, for student services, for the organization of the college, and for physical facilities. These goals will provide direction for the college in its day-to-day decision-making and will serve as the criteria for evaluating the success of the college in fulfilling its mission during the next ten years.

Service Goals

Thomas Nelson Community College is committed to providing a comprehensive community college education to the citizens of the Virginia Peninsula. This is a commitment to provide access to postsecondary education to all regions of the service area as well as to all the constituencies in the service area. The college will take affirmative steps to provide access to that education so that age, sex, race, color, religion, place of residence, or handicap will not serve as a barrier to that education. These will include the implementation of goals in the college Affirmative Action Plan.

In order to remove attitudinal and informational barriers to postsecondary education, the college will take affirmative steps to reduce cultural inhibitions among constituent groups by projecting a positive and open institutional image, by providing open and flexible scheduling and admission procedures, and by encouraging the use of flexible teaching methods.

Equally important, the college will deliver its educational programs at the lowest possible cost and in the most effective manner to assure maximum service to the community.

In an effort to carry out its commitment to comprehensive community college education throughout the Virginia Peninsula, Thomas Nelson Community College has established long range goals for service based on existing levels of enrollment in comparable institutions around the nation that have been in operation for at least twenty years. Data on the percent of service area population enrolled at peer institutions suggest that mature community colleges in urban environments typically enroll 2.8% of their service area population. While the college does not expect to reach this level of service within the planning period, it is a long range goal. The following service goals were established:

That fall headcount for 1980 be at least 1.82% of the population of the service area;

That fall headcount for 1980 from Williamsburg and James City County make up at least 1.4% of the population of each of those jurisdictions;

That fall headcount for 1980 from Newport News be at least 1.85% of the population of the city;

That fall headcount for 1986 be at least 2.12% of the population of the service area;

That women make up at least 46% of the fall enrollment by 1980;

That the proportion of women in the student body be equal to their proportion of the population in the service area by fall 1986.

Table 23 contains enrollment projections for TNCC through 1986 based on the service goals established by the college and three additional assumptions:

TABLE 23

ENROLLMENT PROJECTIONS

	Fall H/C	Fall H/C % of Service Area Population *	% Increase	Fall FTES	Fall Day FTES
1976	4622	1.32		2818	2245
1977	5226	1.47	13.1	3136	2509
1978	5855	1.62	12.0	3513	2810
1979	6319	1.72	7.9	3791	3033
1980	6798	1.82	7.6	4079	3263
1981	7084	1.87	4.2	4250	3400
1982	7379	1.92	4.2	4427	3542
1983	7679	1.97	4.1	4607	3686
1984	7985	2.02	4.0	4791	3833
1985	8301	2.07	4.0	4981	3985
1986	8622	2.12	3.9	5173	4138

* % of Service Area Enrolled Based on National Norms. See page 41.

That the annual rate of increase in fall enrollment will steadily decline due to declining growth rates in the service area population, decreased VA eligibility, and an expected improvement in the economy;

That fall FTES will make up 60% of Fall Head Count, a slight decline from the 62% ratio for fall 1975;

That fall Day FTES will make up 80% of the total FTE enrollment.

Educational Program Goals

Educational programs at Thomas Nelson Community College shall be designed to meet the educational needs and aspirations of the population in the service area with the full participation of the community and the students in the development of these programs. Necessarily, the programs must be consistent with the mission of the college and with the statewide curriculum plan of the Virginia Community College System.

The educational programs shall be designed to prepare individuals for careers or for transfer to a four-year college or university. Where appropriate, these programs shall provide work experience through such means as cooperative education, work-study programs, career education, and apprentice programs. Equally important, the programs shall provide for general education and cultural enrichment. However, while students in the programs may have short term career or transfer goals, the college shall foster an awareness and acceptance on the part of the student and the community that education is a lifelong process.

Instruction in the programs shall be based on clear statements of objectives for the curriculums as well as clear statements of objectives for the courses in the curriculums. Further, instructors shall regularly analyze their course objectives to insure that they are compatible with the objectives of other courses and with the objectives of the curriculum. Instruction shall include innovative educational practices aimed at meeting the individual needs of the students through a variety of educational strategies featuring a variety of educational media (computer assisted instruction, individualized instruction, etc.). To support innovative instructional practices, the college shall encourage flexible and creative administrative procedures.

New Program Goals. The following new program goals have been established for the college based on an assessment of the educational needs of the community and an analysis of the labor market trends. However, the college recognizes the need for a comprehensive survey of business and industry in the service area to validate these needs and identify more precisely the course offerings appropriate to the curricula. Such a survey should be conducted periodically.

1976-78

Human Services (Social Work; Gerontology) - AAS
Consumer Studies - Certificate

Cosmetology - Certificate
Legal Assistant - Certificate
Management Development - Certificate
Medical Laboratory Technology - AAS
Medical Records - Certificate - AAS
Radiology Technology - AAS
Word Processing - Certificate - AAS

1978-80

Multi-Media Technology - AAS
Power Engineering Technology - Certificate/Diploma
Environmental Control (Air Conditioning; Refrigeration; Heating) - Certificate
Home Appliance Repair - Certificate
Real Estate - Certificate

1980-82

Recreation and Parks - AAS
Civil Technology (Surveying) - Certificate
Super Market Management - Certificate

1982-84

Hydraulics and Pneumatics - Certificate
Radio and TV Production - Certificate

Community Services - 1976-86

Pre-Retirement Seminars and Workshops
Inservice Training for Nursing Personnel
Inservice Training for Other Professionals and Paraprofessionals
Women's Studies Programs

General Instructional Goals. The college has established the following instructional goals which apply broadly to all educational programs currently being offered and those which will be offered in the future:

That minimum levels of competency in communication skills, consistent with course level and subject matter, (reading, speaking, writing, listening) shall be strongly emphasized in all course offerings;

That curricula offered in the evenings and weekends shall parallel those offered in the day, as appropriate, so that an increasing number of programs can be completed during those times;

That a systematic approach to effective instruction be developed, implemented, evaluated, and modified as necessary. Such a system would (1) aim at predictable and identifiable learning outcomes, (2) update the skills and knowledge of instructors, (3) place responsibility for learning on both the student and the instructor, (4) stress how to learn as well as what to learn, and (5) recognize and allow for the different capabilities of students and allow them to proceed at their own pace;

That a plan for enriching the cultural life of the community be implemented which will include such experiences as a film series, music recitals, political forums, small group discussions of literary and/or dramatic works, and public forums on current issues;

That there be systematic development of interdisciplinary courses and programs;

That the educational programs incorporate materials which will support positive individual self-concepts on the part of students by increasing both men's and women's awareness of their potential and the new alternatives in work and leisure available to them, and by assisting them in life planning;

That the educational programs incorporate materials which will support positive individual self-concepts on the part of students by increasing student awareness of the roles of the elderly, of the handicapped, of minority groups, and of women, and their contributions to society.

Student Services Goals

Student services provide the support students need to achieve their particular educational goals. In furnishing that support, the college shall provide an effective registration procedure which meets the needs of individuals seeking to enroll at the college, a comprehensive and professional counseling and advising program to help students identify and achieve their educational goals, an extensive student activity program to expand the scope of the student's experiences at the college, and responsive student aid and health services to deal with their financial and health needs.

The college shall also regularly articulate with the public school systems on the Peninsula, from which most of the students come, and with the colleges and universities in the state, to which many of the students transfer, in order to provide better service to the students.

The college has established the following student services goals:

That a system be developed by 1980 for continuous admission and registration;

That a comprehensive student activity program be developed by 1980;

That the same supportive services be available for evening and weekend students that are available for day students;

That day care services be provided to eliminate potential barriers to enrollment at the college.

Organizational Goals

In order to effectively deliver the educational programs and provide the necessary support services to the students in those programs, sufficient personnel and financial resources must be available within a functional organizational structure. Tables 24 and 25 contain projections for personnel and financial needs for the next ten years. Projections for faculty are aimed at bringing faculty workloads in line with state guidelines.

TABLE 24

FINANCIAL PROJECTIONS

MAINTENANCE AND OPERATION EXPENDITURES

	Personnel	Other Expenses	Total M & O	$ Per FTES
76 - 78	7,906,560	1,976,640	9,883,200	1596
78 - 80	9,518,544	2,379,636	11,898,180	1566
80 - 82	11,304,925	2,826,231	14,131,156	1631
82 - 84	12,717,017	3,179,254	15,896,271	1692
84 - 86	14,346,512	3,586,628	17,933,140	1765

COMPUTATION:

1) Personnel costs determined by multiplying total FTE Personnel by average salary (11,360) which was increased by 5% each biennium.

2) Other expenses determined by miltiplying personnel expenses by .25 so that ratio between other expenses and personnel stayed at 20:80.

3) Annual FTES were computed by multiplying FALL FTES for each year of the biennium by 1.04 (the proportion of annual FTES to FALL FTES for 75).

TABLE 25

PERSONNEL PROJECTIONS

	Fall 1978	Fall 1980	Fall 1982	Fall 1984	Fall 1986
FTES	3513	4079	4427	4791	5173
FTE Administrators	36	38	40	42	44
FTE Faculty/Instructional Assistants	224	261	283	306	330
FTE Classified Staff	125	142	152	162	173
FTE Personnel	385	441	475	510	547

In addition to these resource projections, the college has established the following organizational goals:

That an on-going program of management development be established to improve and enhance the management abilities of all levels of administration;

That an on-going program of faculty development be designed to improve the teaching abilities of all faculty, both full and part-time;

That an on-going program of staff development be established to improve the skills of all classified employees;

That a Management By Objectives system be operational through first-line supervisors by July 1, 1978;

That all instructional divisions be reorganized by clustering administration, teaching faculty, resource counselors, support staff, and computing capabilities into a single operational unit by July, 1980;

That a systematic and comprehensive plan for dealing with salary, promotion, and leave, as well as other personnel matters of importance, be established.

Facilities Goals

Facilities appropriate to service, educational programs, student services, and organizational goals must be provided on a timely basis. It is particularly critical that the facilities available to the college reduce and eliminate, wherever possible, the barriers preventing many individuals from enrolling at the college. This includes the elimination of physical barriers to handicapped students such as narrow doorways, restrictive desks, and inaccessible entrances, as well as the elimination of barriers to individuals that relate to the location of the college.

Projections for on-campus space needs are presented in Table 26. These projections, in terms of assignable square feet (ASF) by space category, were developed using the guidelines established jointly by the State Council for Higher Education and the State Division of Engineering and Buildings. These space projections are the basis for establishing building priorities for on-campus construction.

On-Campus Facilities Goals. The college has established the following on-campus facilities goals, by building and space category, for each of the next four biennia. Each of these buildings are designated on the Master Site Plan, Illustration 7.

Generally, the on-campus facilities goals would gradually convert the existing Instructional Building into general classrooms, class laboratories, and offices for the business and social sciences, as new buildings are completed. The new buildings will provide general classrooms, class laboratories, and offices for the engineering sciences, public service technologies, allied health technologies, communications and humanities. With the construction of the new buildings, the general classrooms and offices in the Learning

TABLE 26

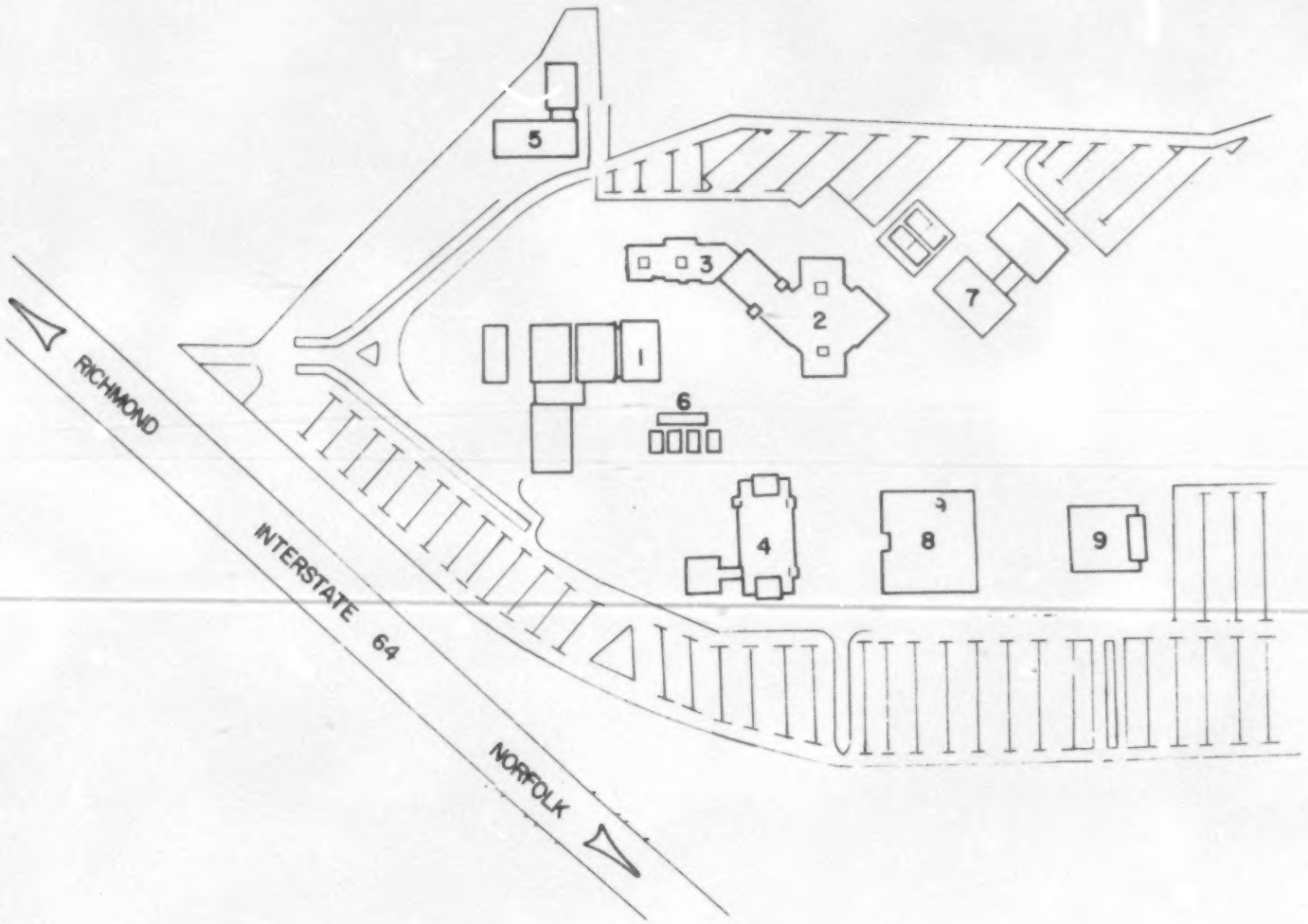
EDUCATIONAL AND GENERAL SPACE NEEDS BY PLANNING YEAR

Type of Space [a] and Guide or Category Number	Current [b] Space Available (Sept., 1976)	Projected Space Needs [b] 1978	1980	1982	1984	1986
Guide						
1 Classroom	14,562	20,232	23,494	25,502	27,598	29,794
2 Class Laboratories	18,801	84,671	98,301	106,717	115,489	124,655
3 Instructional Faculty Office	10,424	31,360	36,540	39,620	42,840	46,200
4 Library (Stack, Reader, Processing)	25,343	27,125	31,189	33,704	36,288	38,995
5 Physical Education		22,480	26,104	28,336	30,664	33,104
6 Special Class/Individual Study Lab	2,475	5,170	6,004	6,517	7,053	7,614
7 General Use (Other Instruction)	3,397	14,050	16,315	17,710	19,165	20,690
8 Research Faculty Office						
9 Non-Class Labs (Other Research)						
10 Exten. & Public Svc. Office		720	720	720	900	900
11 Admin. General Office	11,279	14,539	16,237	17,281	18,373	19,433
12 Physical Plant Operations & Maint.	1,875	8,148	9,372	10,124	10,914	11,720
Category						
13 Organized Activities						
14 Non-Office Exten. & Public Svc.		2,000	2,400	2,700	3,000	3,000
15 Non-Office Admin. & General	9,750	10,464	10,464	10,464	10,464	10,464
TOTAL	97,906	240,959	277,140	299,395	322,748	346,569

[a] Includes Related Service Space

[b] Assignable Square Feet (ASF)

ILLUSTRATION 7
T.N.C.C. MASTER SITE PLAN



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1 ADMINISTRATION AND INSTRUCTIONAL BLDG
2 LEARNING RESOURCE CENTER
3 STUDENT CENTER
4 ENGINEERING SCIENCE BLDG I
5 MAINTENANCE SERVICES BLDG
6 ENGINEERING SCIENCE BLDG II
7 PUBLIC SERVICES AND ALLIED HEALTH TECHNOLOGIES BLDG
8 COMMUNICATIONS AND HUMANITIES BLDG
9 AUDITORIUM

Resources Center would be converted into individual and group study laboratories, and library stack, reader, and processing space.

The on-campus facilities goals also call for the construction of an auditorium to serve as a meeting facility for student and faculty programs and as a center for community service activities.

1978-1980

Engineering and Science Building (Entens) I
Classroom, 8,460 ASF
Class Laboratory, 18,470 ASF
Instructional Faculty Office, 12,155 ASF
General Use (Other Instruction), 640 ASF
Total, 39,725 ASF

Maintenance Services Building
Physical Plant Operations and Maintenance, 10,000 ASF
Total, 10,000 ASF

Reassignment of Space in Instructional Building to
General Classroom
Class Laboratory for Business Sciences
Administration and General Office Space

Reassignment of Space in Learning Resources Center to
Library Stack, Reader, Processing
Special Class and Individual Study Lab for Learning Lab and
Instructional Testing Center

1980-82

Engineering and Science Building (Entens) II
Classroom, 6,000 ASF
Class Laboratory, 27,000 ASF
Instructional Faculty Office, 5,000 ASF
General Use (Other Instruction), 2,400 ASF
Total, 40,400 ASF

1982-84

Public Services and Allied Health Technologies Building
Classroom, 10,000 ASF
Class Laboratory, 30,000 ASF
Instructional Faculty Office, 5,000 ASF
Special Class and Individual Study Labs, 3,500 ASF
Total, 48,500 ASF

Reassignment of Space in Instructional Building to
Administration and General Office
Extension and Public Service Office

Reassignment of Space in Learning Resource Center to
Library Stack, Reader, Processing
Special Class and Individual Study Lab

1984-86

Communications and Humanities Building
Classroom, 6,000 ASF
Class Laboratory, 30,000 ASF
Instructional Faculty Office, 6,000 ASF
Special Class and Individual Study Lab, 14,000 ASF
Total, 56,000 ASF

Auditorium
General Use (Other Instruction), 20,000 ASF
Total, 20,000 ASF

Reassignment of Space in Instructional Building to
Administration and General Office
Non-Office Extension and Public Service

Reassignment of Space in Learning Resources Center to
Library Stack, Reader, Processing

Off-Campus Facilities Goals. Goals for off-campus facilities shall aim toward providing access to the educational programs of TNCC for all citizens in the service area. Facilities need to be properly located and flexible to meet the needs of the students. They could range from branch campuses, satellite centers, and store front operations, to temporary locations in an office building or a school, or a mobile classroom. Whenever possible, the college shall rely on specialized facilities already available in the community that are appropriate to the instructional programs.

The college has established the following off-campus facilities goals:

That general classroom, laboratory, and office facilities be acquired in the Williamsburg--James City County--North York County area by the Fall of 1982.

That general classroom, laboratory, and office facilities be acquired in Newport News by the Fall of 1984.

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 15 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES